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ABSTRACT

The project described in the report provided onsite consultation and inservice to secondary health occupations instructors in Minnesota in the utilization of the individualized curriculum previously developed by Project Opportunity for secondary exploratory health occupations programs. In addition to the individualized consultations provided, workshops were conducted throughout the State. It is reported that response to the type of inservice provided by the program was highly favorable. An appendix lists the available curriculum materials developed by Project Opportunity. (Author/NJ)

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FINAL REPORT

PROJECT NO. 2-D-75

PROJECT OPPORTUNITY
(SECONDARY HEALTH EXPLORATORY OCCUPATIONS PROGRAM CONSULTATION AND INSERVICE TRAINING)

Research and Development Project
in Career Education

Conducted Using Grant Awarded by
Division of Vocational-Technical Education
Minnesota Department of Education
Under Part C/D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Division of Vocational-Technical Education, Minnesota Department of Education. Grantees undertaking such projects under Division sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Division position or policy.

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October 20, 1975

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VT 102894

SUMMARY

A. The time period of this report is from July 1, 1974 to September 30, 1975.

B. The primary purpose of this project:

1. To provide on-site consultation and inservice to secondary health occupations instructors.
2. To orient secondary health occupations instructors to the concept of individualized instruction.
3. To provide consultant services to the secondary health careers program within Anoka-Hennepin School District # 11.

C. Procedures followed:

1. Services were made available to any secondary health occupations program in the State of Minnesota.
2. Workshops were made available Statewide.
3. The curriculum was revised and made available for the cost of reproduction.

D. Results/Accomplishments

There were 176 instructors serviced and the curriculum specialist traveled 4,246 miles. Services were made available on a one-to-one basis and geared to the individual programs need.

E. Evaluation

Response was highly favorable. Instructors appreciated help at a local on-site level. A major outgrowth evidenced was a need for inservice in a more individualized manner.

F. Conclusions and Recommendations

1. There is a need for assistance at a local level when a Statewide curriculum is introduced.
2. Inservice must be directed to the individual and their particular program needs.

I. INTRODUCTION: THE PROBLEM

The emergence of secondary exploratory health occupations within the state of Minnesota is relatively new. Each secondary health program has been struggling locally to develop curricula to meet their own needs. These pioneer programs have been handicapped by not enough time, money, or expertise in the area of curriculum development. Therefore, each program is essentially different which prevents continuity or articulation at any level. The need for a statewide curriculum model is evident to meet the needs of the student locally and statewide.

II. OBJECTIVES

The purpose of this project was to provide consultation and i service education in the utilization of the individualized curriculum previously developed by Project Opportunity for Secondary Exploratory Health Occupations Programs.

The specific objectives were to:

1. Provide workshops for secondary health occupations instructors throughout Minnesota which will prepare them to utilize the concept of individualized instruction.
2. Provide on-site consultation services and inservice education for secondary health occupations instructors throughout the state of Minnesota.

3. Assist with articulation of students of secondary health occupations programs into post secondary programs as an outgrowth of a statewide curriculum.
4. Offer consultant services to the secondary health careers program in District # 11.
5. Assist in planning a follow-up curriculum in District # 11 which would allow students to gain specific skills in health occupations after completion of the exploratory program.

III. PROJECT APPROACH

A. The main focus of this project was to provide a statewide curriculum plan for secondary health occupations program. The curriculum developed by Project Opportunity was in the process of being revised. It was successfully implemented in a pilot project at Blaine High School in the Anoka-Hennepin School District # 11.

B. The secondary focus of this project was to introduce secondary health occupations to the concept of individualization as the curriculum developed by Project Opportunity is geared to an individualized approach. Instructors were to be assisted in writing and implementing the modules of instruction.

C. On-site consultation and inservice education were provided upon request for any secondary health occupations program in the state. Each program was asked to identify the objectives of the inservice or consultation requested so that individual objectives of each program would be met.

D. The services of this project were offered to any secondary health occupations program in the state of Minnesota.

IV. RESULTS/ACCOMPLISHMENTS

QUARTER	CONSULTATIONS	WORKSHOPS
FIRST	8	10
SECOND	13	15
THIRD	12	3
FOURTH	30	60
FIFTH	5	20
TOTALS	68	108

There were a total of 176 instructors served and the curriculum specialist traveled 4,246 miles. The consultations were highly individualized and usually represented a six hour day.

The curriculum developed by Project Opportunity has been completely revised and made available for the cost of reproduction. This information has been widely disseminated within the State and also out of the State. Materials have been sent to 12 other states. See Appendix A for a list of materials available.

V. EVALUATION

Response to this type of inservice has been highly favorable. The emphasis on individualization to meet particular individual program needs has been regarded by those serviced as the type of assistance they prefer. Credit for the project's consultation and inservice was approved by the supervisor of Secondary Health Programs in the Division of Vocational Education toward recertification.

The second major thread throughout the evaluation of this project was the favorable response to the project staff coming to the school and providing learning experiences on site. Out-state programs particularly felt that this is important in meeting their individual and program needs.

VI. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The project evidenced the need for a state wide curriculum. Its wide acceptance and utilization implies the need for assistance at a local level.

The major outgrowth of this project is evidence that vocational educators need inservice on a more individual basis. In this way, the instructor can proceed from where he/she is and go from there. There is a wide range of individual needs among vocational instructors and the education system must make changes to meet those needs.

Secondary Health Occupations Programs are demonstrating that they are able to meet the demands and needs of students in an acceptable way. It is our firm belief that they are here to stay.

HEALTH CAREERS

MODULE	UNIT
A Simple Physical Examination	A. Physical Examination B. Tasks: Temperature, Pulse, Respirations, Blood Pressure, Height and Weight
Alcohol and Other Drugs	A. Alcohol B. Drug Misuse
Asepsis	Not Divided Into Units
Body Mechanics, Positioning and Transfer and Range of Motion	Not Divided Into Units
Community Health	Not Divided Into Units
Death and Dying	Not Divided Into Units
Dental Health	Not Divided Into Units
Environmental Health	Not Divided Into Units
Ethics, Etiquette and Legal Implications	Not Divided Into Units
Fracture of the Tibia	Not Divided Into Units
Life Span	A. Growth and Development B. Adulthood C. Golden Years (Senior Citizens)
Mental Health	Not Divided Into Units

APPENDIX A

MODULE	UNIT
Nutrition	Not Divided Into Units
Overview of Health Careers	Not Divided Into Units
Oxygen	A. Oxygen Needs B. Introduction to Cardiopulmonary Resuscitation C. Cardiopulmonary Resuscitation
P.E.O.P.L.E. (People Enrich Other People's Lives Everyday)	A. Communications B. Human Relations
Safety	Not Divided Into Units
Student as a Health Worker	Not Divided Into Units